



**Universitas Negeri Surabaya**  
**Fakultas Matematika dan Ilmu Pengetahuan Alam**  
**Program Studi S1 Biologi**

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																				
Bahasa Inggris Untuk Biologi	4620102021	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	1	26 April 2023																																																																																				
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																																				
	Reni Ambarwati, S.Si., M.Sc		Reni Ambarwati, S.Si., M.Sc		Dr. H. Sunu Kuntjoro, S.Si., M.Si.																																																																																				
<b>Model Pembelajaran</b>	Project Based Learning																																																																																								
<b>Capaian Pembelajaran (CP)</b>	CPL-PRODI yang dibebankan pada MK																																																																																								
	<b>CPL-5</b>	Mampu mengomunikasikan ide-ide ilmiah, baik secara lisan maupun tulisan dengan menggunakan media komunikasi yang tepat sesuai sasaran, sebagai bekal belajar sepanjang hayat untuk pengembangan diri secara akademik.																																																																																							
	<b>CPL-7</b>	Mampu bekerja secara mandiri dan kolaborasi, serta bertanggung jawab, dalam menyelesaikan berbagai tugas di kelas, di laboratorium, dan di lapangan.																																																																																							
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																								
	<b>CPMK - 1</b>	Able to apply transferable skills in biology to develop faith, be intelligent, independent, honest, caring, and resilient (with an acronym: "Idaman Jelita")																																																																																							
	<b>CPMK - 2</b>	Able to communicate scientific ideas, both orally and in writing, using appropriate communication media according to the target																																																																																							
	<b>CPMK - 3</b>	Able to work independently, be responsible, both as individuals and in groups, and able to work together																																																																																							
	<b>Matrik CPL - CPMK</b>																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>CPMK</td> <td>CPL-5</td> <td>CPL-7</td> </tr> <tr> <td>CPMK-1</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> </tr> </table>	CPMK	CPL-5	CPL-7	CPMK-1			CPMK-2			CPMK-3																																																																													
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<b>Deskripsi Singkat MK</b>	This course discusses reading, listening, speaking, writing, and paragraph development in English with biological substances. The material is delivered with a student-centered approach in practical activities, project-based learning, and assignments that are carrying-out honestly and independently.																																																																																								
<b>Pustaka</b>	<b>Utama :</b>	<ol style="list-style-type: none"> <li>1. Azar BS, 1999. Understanding dan Using English Grammar, Third Edition. New York: Longman</li> <li>2. Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.</li> <li>3. Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson</li> <li>4. StudySmarter. 2022. Descriptive essay. Available from: <a href="https://www.studysmarter.co.uk/explanations/english/essay-prompts/descriptive-essay">https://www.studysmarter.co.uk/explanations/english/essay-prompts/descriptive-essay</a>. Accessed on 20-10-2022. . (ects</li> <li>5. StudySmarter. 2022. Argumentative essay. Available from: <a href="https://www.studysmarter.co.uk/explanations/english/argumentative-essay">https://www.studysmarter.co.uk/explanations/english/argumentative-essay</a>. Accessed on 20-10-2022</li> <li>6. StudySmarter. 2022. Persuasive essay. Available from: <a href="https://www.studysmarter.co.uk/explanations/english/essay-prompts/persuasive-essay">https://www.studysmarter.co.uk/explanations/english/essay-prompts/persuasive-essay</a>. Accessed on 20-10-2022.</li> <li>7. Crème, P. &amp; Lea, M.R. 2008. Writing at University: A guide for student. Third Edition. McGraw-Hill Education, Open University Press, England, 218 pp.</li> <li>8. (8) Murray, N. &amp; Hughes, G. 2008. Writing up your University assignments and research projects: A practical handbook. McGraw-Hill Education, Open University Press, England, 238 pp.</li> </ol>																																																																																							
	<b>Pendukung :</b>	<ol style="list-style-type: none"> <li>1. Jamshidnejad, A. (Ed.).2020. Speaking English as a second language: Learners' problems and coping strategies. Springer Nature.</li> </ol>																																																																																							

Dosen Pengampu		Reni Ambarwati, S.Si., M.Sc. Dr. Ulfi Faizah, S.Pd., M.Si. Nur Qomariyah, S.Pd., M.Sc. Sari Kusuma Dewi, S.Si., M.Si. ROFIZA YOLANDA Ahmad Fudhaili, S.Si., M.Sc., Ph.D. Dwi Anggorowati Rahayu, S.Si., M.Si. Putut Rakhmad Purnama, S.Si, M.Si. dr. Hanifiya Samha Wardhani, M.Kes. Fitriari Izzatunnisa Muhaimin, B.Sc., M.Sc. Farah Aisyah Nafidiastri, S.Si., M.Si.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand how to read a good paragraph and apply speed-reading. (Reading Skill)	1. Read paragraphs quickly 2. Understand paragraphs read by speed reading	<b>Kriteria:</b> TUGAS dgn bobot 30%. UTS bobot 20% Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UTS dan UAS  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Lecturers facilitate student centered learning by discussion about important skills in reading, how to read paragraphs quickly, how to understand paragraphs read by speed reading practice in the class 2 X 50		<b>Materi:</b> Understanding important skills in reading, reading words quickly and making notes of vocabulary/ special terms in biology to understanding paragraphs. <b>Pustaka:</b> Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition.</i> New York: Longman	0%
2	Memahami arti kata sulit berdasarkan konteksnya (bidang IPA)	Finding topic and main idea in the reading material	<b>Kriteria:</b> TUGAS dgn bobot 30%. UTS bobot 20% Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UTS dan UAS  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	2 X 50	Lecturers facilitate student centered learning by discussion about important skills in reading, how to finding topic and main idea in the reading material. the google classroom. 2 X 50	<b>Materi:</b> Understanding important skills in reading, Finding topic and main idea special terms in biology to understanding paragraphs. Finding main idea and topic in paragraph with recognition the idea and use FIRSt strategy. <b>Pustaka:</b> Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition.</i> Boston: Pearson	0%
3	Able to understand biology material in English by applying reading skills (Reading Skill)		<b>Kriteria:</b> TUGAS dgn bobot 30%. UTS bobot 20% Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UTS dan UAS  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Tes	Lecturers facilitate student centered learning by discussion about reading table data, graphs, and diagrams on the reading material and interpreting biology readings in the form of pictures or schemes. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	<b>Materi:</b> Understanding important skills in reading, Reading table data, graphs, and diagrams on the reading material. <b>Pustaka:</b> Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition.</i> New York: Longman	0%
4	Understand the reading and interpret it in the form of pictures or schemes in the biology field. (Reading Skill)	Interpreting biology readings (paragraphs) in English in the form of pictures or schemes	<b>Kriteria:</b> TUGAS dgn bobot 30%. UTS bobot 20% Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UTS dan UAS  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Presentation and Discussion (2x50): Students present and discuss with other students about reading table data, graphs, and diagrams on the reading material and interpreting biology readings in the form of pictures or schemes. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	<b>Materi:</b> Understanding important skills in reading, Reading and interpret it in the form of pictures or schemes in the biology field. <b>Pustaka:</b> Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar. SDL Writing, Bandung.</i>	0%

5	Able to understand biology material in English by applying listening skills	Able to write mathematics symbols, number, and equations on biology correctly. Able to write special names in biology with correct spelling.	<p><b>Kriteria:</b> TUGAS dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UTS dan UAS</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecture (2x50'): Lecturers facilitate student centered learning by discussion about mathematics symbols, number, equations on biology and writing special names in biology. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	<p><b>Materi:</b> Understanding mathematical symbols and numbers. Introduction to structured equations in biology, writing special names in biology, writing the special name in biology after watching a video.</p> <p><b>Pustaka:</b> Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition.</i> New York: Longman</p>	0%
6	Able to understand biology material in English by applying listening skills	<ol style="list-style-type: none"> <li>1. Making notes in the biology material</li> <li>2. Re-explaining concepts after listening the biology material.</li> </ol>	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecturers facilitate student centered learning by discussion about important listening skills, how to listen to scientific monologue, making a summary, and trying to speak. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	<p><b>Materi:</b> listening to scientific monologue, making a summary, and trying to speak.</p> <p><b>Pustaka:</b> <i>Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.</i></p>	0%
7	Able to communicate opinions orally using good and correct English structure (speaking skill)	<ol style="list-style-type: none"> <li>1. Able to use correct sentence structures.</li> <li>2. Able to use words in correct pronunciation</li> <li>3. Able to speak to introduce them self in class</li> <li>4. Able to explain simple topic by recording video</li> </ol>	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecturers facilitate student centered learning by discussion about important skills in speaking, how to check pronunciation words using online dictionary and practice in the class Practice: Student practice to introduce themselves and discuss classically about term/phrase/vocabulary in introduction and discuss in the group to explaining an object in biology and then make a presentation in the classroom 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	<p><b>Materi:</b> Understanding important skills in speaking. Pronouncing words correctly and making notes of vocabulary/ special terms in biology. Speaking introduction using correct grammar and terms/phrases. Making a simple presentation in biology topic</p> <p><b>Pustaka:</b> <i>Jamshidnejad, A. (Ed.).2020. Speaking English as a second language: Learners' problems and coping strategies. Springer Nature.</i></p>	5%
8	UTS	UTS	<p><b>Kriteria:</b> UTS</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Tes</p>	UTS 2 X 50			10%
9	Able to communicate opinions orally using good and correct English structure (speaking skill)	<ol style="list-style-type: none"> <li>1. Able to communicate opinions orally using good and correct English structure</li> <li>2. Analyze problems faced during speaking (non interactive speaking)</li> <li>3. Able to use synonyms and filler words/phrases during speaking</li> <li>4. Developing dialogue to make interactive speaking</li> </ol>	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Lecturers facilitate student centered learning by discussion about problems faced during speaking and how to minimize filler sound using synonyms and filler phrase/words during speaking after reviewing recording video assignments. Student discuss in pairs to make dialogue by play role/drama in biology topics 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks.	<p><b>Materi:</b> Problems faced during speaking (non interactive speaking) Understanding using synonyms in speaking. Understanding the use of filler words/filler phrases. Making dialogue to talk in pairs with biology topics.</p> <p><b>Pustaka:</b> <i>Jamshidnejad, A. (Ed.).2020. Speaking English as a second language: Learners' problems and coping strategies. Springer Nature.</i></p>	10%

10	Able to communicate opinions orally using good and correct English structure (speaking skill)	<ol style="list-style-type: none"> <li>1. Able to communicate opinions orally using good and correct English structure</li> <li>2. Able to use synonyms and filler words/phrases</li> <li>3. Able to practice speaking by dialogue and monologue</li> <li>4. Developing monologue plan</li> </ol>	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecturers facilitate student centered learning by discussion about problems faced during speaking and how to minimize filler sound using synonyms and filler phrase/words during speaking after reviewing recording video assignments. Student discuss in pairs to make dialogue by play role/drama in biology topics 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks.	<p><b>Materi:</b> Problems faced during speaking (non interactive speaking) Understanding using synonyms in speaking. Understanding the use of filler words/filler phrases. Making dialogue to talk in pairs with biology topics.</p> <p><b>Pustaka:</b> Jamshidhejad, A. (Ed.).2020. <i>Speaking English as a second language: Learners' problems and coping strategies.</i> Springer Nature.</p>	0%
11	Able to communicate idea or thought in writing using good and correct English structure. (writing skill)	<ol style="list-style-type: none"> <li>1. Understanding characteristics of descriptive papers</li> <li>2. Understanding characteristics of argumentative papers</li> <li>3. Understanding characteristics of persuasive papers</li> </ol>	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Student-centered learning: Method: 1. Tutorial about 10-15 minutes 2. The main key of each topic, about 10 minutes, 3. Practice, write, discuss and review along with conclusions until the end of the lecture 2 X 50		<p><b>Materi:</b> Descriptive essay <b>Pustaka:</b> StudySmarter. 2022. <i>Descriptive essay.</i> Available from: <a href="https://www.studysmarter.co.uk/...">https://www.studysmarter.co.uk/...</a> Accessed on 20-10-2022. . (ects</p> <p><b>Materi:</b> Argumentative Essay <b>Pustaka:</b> StudySmarter. 2022. <i>Argumentative essay.</i> Available from: <a href="https://www.studysmarter.co.uk/...">https://www.studysmarter.co.uk/...</a> Accessed on 20-10-2022</p> <p><b>Materi:</b> Persuasive Essay <b>Pustaka:</b> StudySmarter. 2022. <i>Persuasive essay.</i> Available from: <a href="https://www.studysmarter.co.uk/...">https://www.studysmarter.co.uk/...</a> Accessed on 20-10-2022.</p>	10%
12	Able to communicate idea or thought in writing using good and correct English structure. (writing skill)	Making paraphrasing in quotes taken from the reading material	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Student-centered learning: Method: 1. Tutorial about 10-15 minutes 2. The main key of each topic, about 10 minutes, 3. Practice, write, discuss and review along with conclusions until the end of the lecture 2 X 50		<p><b>Materi:</b> Argumentative Essay <b>Pustaka:</b> StudySmarter. 2022. <i>Argumentative essay.</i> Available from: <a href="https://www.studysmarter.co.uk/...">https://www.studysmarter.co.uk/...</a> Accessed on 20-10-2022</p> <p><b>Materi:</b> Persuasive Essay <b>Pustaka:</b> StudySmarter. 2022. <i>Persuasive essay.</i> Available from: <a href="https://www.studysmarter.co.uk/...">https://www.studysmarter.co.uk/...</a> Accessed on 20-10-2022.</p>	15%
13	Develop an English paragraph using five patterns of the paragraph. (writing skill)	<ol style="list-style-type: none"> <li>1. Explaining the characteristics of 5 patterns of the paragraph.</li> <li>2. Evaluate English paragraphs using the 5 patterns of paragraph</li> </ol>	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	2 X 50		<p><b>Materi:</b> 5 patterns of paragraphs <b>Pustaka:</b> Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition.</i> New York: Longman</p> <p><b>Materi:</b> Characteristic paragraphs <b>Pustaka:</b> Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar. SDL Writing, Bandung.</i></p> <p><b>Materi:</b> writing in Biology <b>Pustaka:</b> Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition.</i> Boston: Pearson</p>	5%
14	Develop an English paragraph using five patterns of paragraph. (writing skill)	Develop an English paragraph using the 5 patterns of paragraphs.	<p><b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Conducting a writing project based on Project Based Learning Phase 4: monitor the students and the progress of the project 2 X 50	Conducting a writing project based on Project Based Learning Phase 4: monitor the students and the progress of the project  Students work collaboratively in a team of three who act as writer, reviewer, and editor 2 X 50	<p><b>Materi:</b> 5 patterns of paragraphs <b>Pustaka:</b> Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition.</i> New York: Longman</p> <p><b>Materi:</b> Characteristic paragraphs <b>Pustaka:</b> Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar. SDL Writing, Bandung.</i></p> <p><b>Materi:</b> writing in Biology <b>Pustaka:</b> Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition.</i> Boston: Pearson</p>	25%

15	Develop an English paragraph using five patterns of paragraph. (writing skill)	1. Develop an English paragraph using the 5 patterns of paragraphs. 2. Evaluate English paragraphs	<b>Kriteria:</b> Tugas dgn bobot 30%. UTS bobot 20%. Aktivitas dan respons mahasiswa selama kegiatan pembelajaran dinilai sebagai partisipasi, bobot 20%. UAS bobot 30%. Soal-soal essay diases secara bersama pada UAS  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Conducting a writing project based on Project Based Learning Phase 5: assess the writing result.  Phase 6: evaluate the experience 2 X 50	<b>Materi:</b> 5 patterns of paragraphs <b>Pustaka:</b> Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition.</i> New York: Longman  <b>Materi:</b> Characteristic Paragraphs <b>Pustaka:</b> Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar. SDL Writing, Bandung.</i>  <b>Materi:</b> writing in Biology <b>Pustaka:</b> Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition.</i> Boston: Pearson	10%
16		UAS 30%	<b>Bentuk Penilaian :</b> Tes	UAS		10%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	32.5%
2.	Penilaian Hasil Project / Penilaian Produk	52.5%
3.	Tes	15%
		100%

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

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Koordinator Program Studi S1 Biologi



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